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| **COLEGIO COLOMBO BRITÁNICO**  **SCHOOL YEAR 2010-2011**  **LEARNING EXPERIENCE PLANNER** | | | | | | | | | | | |
| **Grade: Kinder** | | **Unit: HOW WE ORGANISE OURSELVES- Maths** | | | | | Driving **Supporting X Discipline-Specific** | | | | |
| **Modality**  **X Visual**  **x Kinaesthetic**  **X Auditive** | **Style**  Mastery  **X Understanding**  Interpersonal  Self-expressive | | | **Intelligences** | | | | **ASSESSMENT**  DiagnosticFormative **X Summative** | | | |
| **X Visual-Spatial**  Verbal-Linguistic  **X Kinaesthetic**  **XLogical-Mathematical** | Musical  Interpersonal  Intrapersonal  Naturalistic | | | **Strategies**  Observation  Performance Assessment  Process-focused  **X Selected response**  Open-ended Task  Other | | **Tools**  Rubric  Exemplars  **X Checklist**  Anecdotal Records  Continuum  Other | |
| **Achievement Indicators:** | | | | | | **Skills: Thinking** (comprehension, analysis, application) | | | | | |
| **Materials:**  ACCORDING TO EACH STATION | | | | | | **Grouping**  Individual  Pairs  **X Small group**  Half group  Whole group | | | **Co-teaching** | | |
| **Whole group**  One teach-one drift  One teach-one observe  One teach-one assist  Team-teaching | | **Small Group**  Alternative  Parallel  **X Stations** |
| **Date:** week 26 (Mar 8-11/11) | | | **Time:**  20 minutes in each station, 2 periods. | | |
| **Description** | | | | | | | | | | | |
| **Opening:** Divide the class according to flexible grouping and explain what to do in each station. Give out the route to each child according tohis/her agenda.  Take into account:   * If the child has the summative score already, give him/her another task, for example: Heinemann 6 or 7 book * Briefly explain what is expected according to the rubric for each strand. | | | | | | | | | | | |
| **Main Activity:**    **Station 1: NUMBER BONDS AND MATHS STORY (5 children with a teacher)**  **Indicator:** Using objects starts making simple addition and subtraction stories for some 2-number combinations to make numbers 5-9.  **Materials:** a bag with Cuisenaire rods, a template of number story, erasable marker and a set of animal/fruit toys per child.  **Prompt:** Give out to each child an amount of Cuisenaire rods (from 1 to 9) and a card with a number (5, 6, 7, 8 or 9) depending on the combinations the child has completed. Ask him to make three/four different combinations for the number given and then, to make an addition and subtraction number story for one of the combinations in the template.  **Station 2: MEASUREMENT (5 children with a teacher)**  **Indicator:** Estimates, compares and measures, with non-standard units of measurement length, height and weight (short, long, tall, heavy, light)  **Materials:**  a long and a short object, two strips of paper that have 2 children´s height, a heavy and a light object, objects to measure length (rods), height (markers) and weight (multilinks available in GK), balance, Maths notebook with a chart, pencil case.  **Prompt:**  give the instruction, *compare the length of this ruler and the length of this notebook, just by looking at them. How many rods do you think each one measure?. Write the numbers in the chart.* Choose two children to measure the objects and have them write in the corresponding column. Then, repeat the same procedure with height.  For weight, ask the children to estimate the weight of a stapler and a small plastic toy, just by looking at them. Then ask a child to weigh each object by placing the stapler first and the plastic toy latter. Each object at a time must be placed in one of the balance´s containers and the multilinks in the other one to see how many multilinks each object weigh. Have them write the numbers in the corresponding columns of the chart.  Example of the charts to have in the notebook   |  |  | | --- | --- | | **Length** | | |  |  | |  |  |      |  |  | | --- | --- | | **Height** | | |  |  | |  |  |  |  |  | | --- | --- | | **Weight** | | |  |  | |  |  |     **Station 3: PATTERNS (5 children, independent)**  **Indicator:** Extends patterns using objects(con más de 4 objetos- usando al menos 3 variables)  **Materials:** a strip of paper with a pattern for each child, blank strips of paper available for the early finishers, pencil case.  **Prompt**: give out a strip of paper with a pattern and have each child extend it to both sides by drawing. Ask to the early finishers to make their own patterns.    **Station 4: NUMBER - ESTIMATION AND COUNTING (5 children, independent)**  **Indicator:** Estimates quantities up to 30, Orders numbers up to 30.  **Materials:** Cards with drawings, Maths notebook with a chart, pencil case.  **Prompt:** Ask the children to estimate how many drawings each card has, have them write the numbers in the corresponding columns, then have them count and write the number in the next column. Ask them to write the number of the card with the drawings they counted in order to correct the evaluation. Also, explain to them that if they finish earlier, they have an extra chance with another card.   |  |  |  | | --- | --- | --- | | **Card number** | **Estimation** | **Counting** | | **1** |  |  | | **2** |  |  | | **3** |  |  | | **4** |  |  |   **Station 5: SHAPE & SPACE – SYMMETRY (5 children, independent).**  **Indicator**: Identifies symmetry in their environment  **Materials:** Objects from the classroom/outside the classroom, Maths notebook, pencil case.  **Prompt:** Ask children to find symmetrical objects in the surroundings and draw them in the notebook. At least two/three. | | | | | | | | | | | |